

Superintendent's Report on Student Achievement 2014/2015

- ▶ Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- ▶ Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- Should be brief and to the point.
- Should be focussed on results and evidence of acquired results.
- Should be a useful point of departure for future planning.
- Must be submitted by email by January 31

Ministry of Education School Act

Section 22 of the School Act states the following:

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year.

Section 79.3 goes on to say:

"On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

- A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and
- B) As soon as practicable, make the report available to the public."

Please use this form to insert the required elements of the Superintendent's Report.

The completed report will be published on the Ministry website, as a PDF document.

Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: EDUC.Achievement@gov.bc.ca

Submission

Submit your document, by January 31, to the Ministry by email: EDUC.Achievement@gov.bc.ca

School District No:

School District Name:

1. Improving Areas of Student Achievement *What is improving? What evidence confirms this area of improvement?*

- Our Eligible Grade 12 graduation rates for all of our students (as well as for specific groups including grade 12 females, males, aboriginal students and students with special needs) have consistently remained above 95% and higher than the Provincial (Public and Independent Schools combined) average.
- Aboriginal Student transition rates and grad rates continue to improve. (See Section # 4 of this document). Of the 79 Eligible Aboriginal graduates last year, 89% of them graduated with either a dogwood or adult Dogwood diploma. The remaining 11% or 9 aboriginal students who graduated with a School Completion Certificate were all students with designated special needs and were on IEP's.
- Improving trend in the number of Aboriginal student receiving honours' standing in grades 10-12.
- There is an increase in the sense of pride felt by our Aboriginal students as a result of the many opportunities provided for them to participate in and learn about their heritage and culture. (See Aboriginal Annual Report data from student and parent feedback.)
- The number of students taking English 12, despite the enrolment decline in recent years has increased since 2009/2010. This is true for our aboriginal students as well. In 2013/2014, the percentage of students who obtained C or better on the English 12 exam was 82% which is higher than the Provincial average of 79%. This is significant as it provides greater access to post-secondary programs at college and university programs.

2. Challenging Areas *What trends in student achievement are of concern to you? (What evidence indicates this is an area of concern?)*

Literacy and Numeracy at the elementary and middle school levels continue to be a concern. Our FSA data for the 2013/2014 year confirm this for both all of our students as well as aboriginal students:

Grade 4 FSA Results: (Approximately 25% of the students did not write the FSA tests)

Reading: (Meeting or Exceeding)

All Students: 66% Aboriginal Students: 31/56 or 55%

Writing: (Meeting or Exceeding)

All Students: 77% Aboriginal Students: 33/54 or 61%

Numeracy: (Meeting or Exceeding)

All Students: 59% Aboriginal Students: 23/57 or 40%

Challenging Areas continued...

Grade 7 FSA Results: (Approximately 30% of the students did not write the FSA tests)

Reading: (Meeting or Exceeding)

All Students: 68% Aboriginal Students: 35/56 or 63%

Writing: (Meeting or Exceeding)

All Students: 71% Aboriginal Students: 28/49 or 57%

Numeracy: (Meeting or Exceeding)

All Students: 60% Aboriginal Students: 24/60 or 40%

3. Programs / Performance / Results & Intervention *Comment on the effects of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract. Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?*

All Three Goals:

- **Robron Center Alternative Programs** continue to support students in grades 7 – 12 who have unique learning, cultural or social and emotional needs. It also serves adult students who come back to complete adult dogwoods or upgrade for post-secondary studies. The center provides both full and part day programs. Graduation Rates at Robron Centre (Alternative Programs) continue to improve. There were 21 graduates in 2013-14. Of those twenty one students, nine received a regular Dogwood diploma, eight students received an adult Dogwood diploma for a total of 81% receiving a graduation diploma. The remaining 4 students earned a School Completion certificate. All of these students had designated special needs and were on I.E.P.'s. Course completions also continue to improve. In the 2012-2013 school year, grade 8 to 12 students were enrolled in a total of 650 courses. Of those, 59% were successfully completed. In 2013-14, there were 418 / 660 or 63% course completions.
- **Intervention Grants:** Our district provides intervention supports for schools to address targeted student learning needs identified in their yearly Student Success Plans. The support our Board of Education has allocated for this purpose is equivalent to one full time teaching position. Using an inquiry approach or Response to Intervention (RTI) framework, schools are tracking the student learning progress made through these interventions. These targeted interventions continue to yield positive results for students.

Programs / Performance / Results & Intervention continued...

- Additional staffing is provided for schools based on EDI data to support vulnerable students. Three of our elementary schools receive such support each year. This past year vulnerable students at these schools received extra support in the areas of literacy, self-regulation, and social responsibility. The support our Board of Education has allocated for this purpose is equivalent to 1.5 teaching positions.
- Transition Program for students with developmental challenges (Grade 13): While we are only in our second year of implementation, this program appears to be making a significant difference based on initial feedback from employers, parents, as well as community organizations. This program focuses on independent living skill development while creating opportunities for the students to do meaningful work in the community.

Professional Development for Educators:

- School District 72 was part of a significant **international research project** which focused on “Teacher professional learning in high-performing systems”: We were one of five school districts in the Province (the only Canadian Province) included in this study which was conducted by Learning First, an Australian based research organization committed to systemic change in school education that produces sustainable improvements in student learning (See <http://www.learningfirst.org.au/>) The study was conducted this fall and the report is expected to be published early this spring. Our involvement in this research speaks to the commitment to quality professional development that our district has come to be known for.
- **Instructional Leadership Initiative:** We are in our second of a multi-year plan to build instructional leadership capacity within our district. We have two cohorts with 45 educators in all working with Barrie Bennett. These practices not only increase student engagement but develop higher levels of thinking. The educators in this initiative will facilitate on-going prod beyond the terms of this initiative.
- **“Tribes Training”:** Over 200 educators (Administrators, Teachers and Educational Assistants) have been certified in Tribes Training. Schools are actively working on implementation strategies. Tribes training fits well with goal one of our Achievement Contract as it centers on creating a safe and positive learning environment.
- **Professional Reading Groups:** We have consistently over the last number of years had anywhere from 100 to approximately 150 educators involved in reading group. This year’s 123 educators are engaged in book clubs that address various topics including Numeracy, Mindfulness and Self-Regulation, Technology and Leadership. In addition to reflecting on the main ideas presented in books and articles, educators collaborate around potential application strategies of such ideas in the classroom setting.

Programs / Performance / Results & Intervention continued...

- **First Steps In Math Training** – Over 130 teachers have been trained at both our elementary and middle school levels. Those who have been trained collaborate regularly and receive in classroom Instructional Support to further the successful implementation of the FSIM approach. This training has increased teacher understanding of numeracy and has led to some significant improvements in classroom practice. In addition, the FSIM diagnostic assessments contribute greatly to targeting interventions and follow up instruction to address student learning needs.
- **Teacher Mentorship Program:** We have over 19 active teacher mentorship partnerships in the district. These mentorships focus both on supporting new teachers as well as teachers who move into new roles/assignments. All partnerships find these programs invaluable.
- **After school workshops:** Our upcoming series will focus on the following topics; “SharePoint as a learning and teaching tool”, “iPad and handhelds as learning and teaching tools”, “Artists in the classroom”, “iMovie” and “Project based learning”.
- **Response to Intervention:** This multi-tier approach used to efficiently differentiate instruction for all students has been gaining momentum. Presently we have four educators completely trained in RTI and who have provided a solid introductory session for all school support teachers and student services staff. Based on the results of some initial work, there is much enthusiasm and positive promise for improvement in student learning using this framework. This spring all school based Principals and Vice Principals along with their LST (Learning Support Teachers).

Instructional Support Teachers:

- Our Instructional Support teachers provide side by side coaching for teachers in the classroom. The focus areas include: Literacy, Numeracy, Assessment, Play Based Learning, and Technology. Anecdotal feedback from teachers is overwhelmingly positive about this model of support.

Supports from our Student Services and Aboriginal Education Departments:

- Our **Elementary counselling support** continues to make a positive difference for a number of our elementary students, especially as it relates to their social and emotional well-being. This is the third year the district has been able to provide such support. The need was identified from a number of our schools in their Learning Improvement Fund application.
- **Youth Care Workers and Aboriginal Support Workers** who are assigned full time to specific elementary, middle and secondary school continue to yield positive results.
- Our **Behavioural Resource Teachers** and **Integration Support Teachers** provide much needed support to students in the classroom by providing teachers with strategies for inclusion and differentiated instruction in a “side by side coaching” approach.

Programs / Performance / Results & Intervention continued...

Goals Two and Three:

- **Changing Results for Young Readers:** In 2012-2013, 70 educators (teachers and school based leaders) participated in the professional development/inquiry project which represents twelve out of our fourteen elementary schools. Twenty students were the focus of their inquiries. Last year, we expanded this initiative to include a team from each of our two middle schools. For the 2014-2015 school year, two teams of 25 educators (nine middle school teachers and 14 elementary school teachers) have been participating. This work has led to improved instructional practice around developing confident readers.
- Our **Summer School Program** has been very successful over the years. In the summer of 2013, 504 students enrolled in Summer School. Eighty two of those were secondary students enrolled in either Math or English. 75 % of those students successfully completed their courses. The elementary Rec and Read programs provided literacy support for our vulnerable elementary students who were recommended to the program by their teachers with the overall purpose to maintain and hopefully improve student learning in reading and thereby prevent summer reading loss.
- Our **Distributive Learning** programs provide alternative or nontraditional ways for students to successfully complete academic courses. Not only are there an increasing number of students who are taking Distributive Learning courses, the course completion rates have increased steadily over the last four years. This year we have 434 students enrolled in DL which is up from 327 students in 2011/2012 and 370 students in 2012/2013. Our course completion rates for DL is one of the highest in the Province; 80%.
- **Secondary Tutoring Programs:** After school tutoring programs, generally focused in the areas of Math and Science, provide much needed support for students who struggle. Feedback from both the students and parents have been very positive. Students also find the individual support their classroom teachers give students before school, at lunch, and after school invaluable.
- **Secondary Flex Programs:** In addition to summer school, our secondary flex programs provide a number of students with the extra time and support some students may need to complete courses.
- **Academic Intervention Programs** at both secondary schools help students who may be in jeopardy failing two or more of their courses. During the last month of each semester, students are identified and recommended to become a part of this program. Typically this plan involved a focus on 1 or 2 academic courses. The success rate is very positive. In the past years, the students who would be a fit for this program would have either withdrawn or would have failed most or all of their courses. This is only one of many school based interventions that are making a difference for students.

4. Targets (Summarize the targets set out in your Achievement Contracts)

I.) Literacy: Identify your district's target(s) for literacy. State the specific evidence and measures of student achievement in literacy and the results that have been realized.

Target One:

By the end of grade three, all students will be meeting expectations in reading and oral language. They will like to read.

We are not yet meeting this target. As a result of the political climate, the only consistent data we have at this time are the FSA results and the anecdotal data that comes from schools in their Student Success Plans. Fourteen of our schools have goals / inquiries related to improving reading, writing and/or oral language. Most intervention grant request are connected to this target as well. .Given our new Communicating Student Learning App along with a strategy to track interventions that have taken for students, we will have very rich data by the end of June to give us a more accurate picture related to where we are in terms of student achievement in these areas.

Target Two:

By the end of grade five, all students will be fully meeting expectations in reading and oral language. They will enjoy reading.

See above

Target Three:

By the end of grade eight, all students will meet the cross curricular competencies of thinking and communicating.

This year we will be obtaining baseline data. Given that our grade eight Learning Progressions include these competencies in many areas of the curriculum, we will have classroom data with respect to the cross curricular competencies of "thinking critically" and "communicating" available at the end of June.

Target Four:

By the end of grade twelve, all students will fully meet the cross curricular competencies of thinking and communicating.

Educators at our secondary schools are currently engaged in conversations around assessment practices. Assessment of this target area are becoming a focus of those conversations. As new BAA courses are being developed such as Philosophy 11, teachers are exploring how to embed these core competencies within their instructional practice.

4. Targets continued . . .

II.) Completion Rates: Identify your district's target(s) for completion rates. State the specific evidence and measures of student achievement for completion rates and the results that have been realized.

Target One:

The six-year completion graduation rate for all of our students will be 100%.

Our six year completion rates for all students have steadily increased from **74.6%** in 2008/2009 to **82%** in the past two years. Our six year completion rates for aboriginal students have steadily increased from **49.9%** in 2008/2009 to **64.3%** in 2013/2014. The Provincial average for six year completion rates have risen from 80% to 84% during the same time period.

Target Two:

To see continued growth in the percentage of honour graduates for all students.

In this past year, 50% of our Eligible grade 12's graduated with honours. 58% of our eligible grade 12 female students graduated with honours' while only 41% of our eligible males were honour's graduates.

III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

Summary of progress of the goals of the 3rd Aboriginal Enhancement Agreement

Goal One:

Year by year improvement in literacy and numeracy achievement by all Aboriginal students at the Elementary, Middle & Secondary School Levels (K – 12).

Over the course of the third Enhancement Agreement for 2009-2014, Literacy and numeracy success for aboriginal students in grades K-10 shows a decrease in the number of students fully meeting expectations using measures such as district reading and writing assessments and provincial exams.

That being said the number of Aboriginal students taking English 12 as opposed to Communications 12 has increased over the course of the agreement. Twice as many aboriginal students take English 12. The number of students passing English 12 has increased since the beginning of the agreement from 82% to 96%. The number of students achieving a C+ or better in English 12 has also increased from 32% to 49%.

Close to the same number of grade 10 Aboriginal students took Foundations of Math and Pre-calculus and Apprenticeship and Workplace Math. In 2013-14 73% successfully passed Foundations Math 10 and Apprenticeship and Workplace Math 10. 43% of the students taking Foundations received an honours' standing.

Given the need to continue to improve Aboriginal student success and the students' literacy and numeracy abilities this has remained a goal of the new agreement.

4. Targets continued . . .

Goal Two:

Year by year improvement in the transition rates of all aboriginal students at every grade level.

Our grad rates have risen over the last 5 years because more students have successfully transitioned from one grade to the next and stayed in school. The number of students who complete grade 12 within six years of reaching grade 8 has risen from 56% in 2009-2010 to 64% in 2013-14. No matter how long it takes a student to reach grade 12 –once they are there, over 96% of them have graduated in the last 3 years and in 2013-14 24% did so with honours”.

Goal Three:

To increase the number of Aboriginal students who graduate with a Dogwood certificate. All Aboriginal students will be well prepared and knowledgeable about how to achieve their career and life goals.

More than a third and in some instances over 40% of Aboriginal students are receiving a C+ or better standing in core curriculum courses which allows more doors to be open to more post-secondary opportunities however both parents and students feel schools need to do a better job of communicating about career choices as well as about the courses that students need in order to achieve their goals.

Goal Four:

To increase all Aboriginal students’ sense of pride and ensure they have opportunities to participate in and learn about their heritage and culture.

More students and more parents state that they are learning about Aboriginal peoples, language and culture over the course of the agreement (74% of 85 parents surveyed stated their child received language and culture).

More non aboriginal students are also learning about aboriginal peoples in the district as are more educators – a professional development session was run last year as well as school staffs doing a book study group and having various guests and educators presenting to staffs.

389 Aboriginal and non-aboriginal students will receive a course on Aboriginal culture; heritage and history including being taught about residential school in 2014-15. All district students will receive this course while in middle school.

Laichwiltach nation students receive language instruction K-12. Courses are offered at Phoenix grade 6-8 and at Carihi 9-10. Participation of Aboriginal students has remained consistent ~ 38% over the course of the third agreement

4. Targets continued . . .

Each year 350 people typically attend our Aboriginal student recognition dinner and since it began 13 years ago over 340 students have been recognized. Our Aboriginal Graduation Ceremony is in its 7th year and last year and this, it is held in the Campbell River Band's Big House.

In establishing the goals for the fourth Enhancement Agreement, over 90 Aboriginal students from grades 5, 8, 12 and some who had recently graduated attended student forums where they were asked to discuss a series of questions relative to their success in school and ways that the district could improve its support and practices. One of the questions students were asked to discuss was **"As an Aboriginal student what are you most proud of in your life?"** Student responses were poignant and reflected the success they and the district are having in developing their pride in their culture and in feeling a greater sense of belonging.

"Proud that First Nations do not have to hide." Grade 5 student

"Proud to dance and know my history." Grade 5 student

"First Nations culture is here and celebrated." Grade 8 student

"Proud of language being offered in our schools and the opportunity to learn it. – greater awareness for all students." Grade 12 student

"That students and staff know what my culture is and I am safe and accepted" Grade 5 student

The district is presently approving its Fourth Aboriginal Education Enhancement Agreement 2014-2019. Aboriginal community feedback stated that the 4 goals of the Third Enhancement Agreement above need to be included in the new agreement as well as the inclusion of a fifth goal: Continued improvement in engaging parents, families, caregivers, educators, and community in supporting all aspects of Aboriginal student success.

5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

While Children in Care are supported by entire school teams, one administrator in each school is designated to liaise with MCFD personnel. Youth Care workers are assigned to track and support all students that have been identified as in Care. They provide monthly reports on student's progress both academic and social success to both the designated administrator as well as the Director of Student Services.

The development of the collaborative group, Campbell River Support for Youth has strengthened our interagency partnerships. This group meets regularly to collect information, problem solve and plan for our most vulnerable students, some of whom are in care.

5. Children in Care continued . . .

What categories of Children in Care have been successfully identified and are being monitored?
For example: continuing custody orders, temporary custody orders, other...

We are still working to put processes in place in order to gain more accurate information for students who are on temporary orders. This has been an ongoing struggle as many of our students move in and out of care often. That said, any student who is struggling either academically or emotionally is identified by our school based teams and are supported as much as possible.

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

Communication with our social workers is often difficult due to their workload and staff shortages. MCFD has tried to address this issue by providing a social worker to act as a liaison that would work directly with school district staff. Unfortunately, due to staff shortages this position was cut before it could be put in place.

What results are being achieved by students within the identified categories?

Students in all category areas who are in long term care are generally doing well. We continue to feel concerned with the emotional health and academic success of those students who are not in permanent homes.

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

- District staff and teachers are active members of a number of Early Learning committees and working groups within the **community**. (Success by Six, Community Council of Partners, Campbell River Early Learning Table) and collaborate our efforts around common goals.
- Our Early Learning Leadership Team consisting of educators and members of our Early Learning Community try to meet twice a year. The purpose of this team is to continue to build connections between the school district and community organizations. In Spring 2013, we examined the EDI data then worked together and shared strategies around how we can further support our early learners in the areas identified as most vulnerable.
- Our district will be collaborating with the Community Council of Partners to create a **Children's Charter**. It is hoped that this Charter would be adopted and used as a guide by those organizations in our community who work with children and their families.

6. Early Learning

- All schools continue to participate in Ready Set Learn and Welcome to Kindergarten programs. Both programs are aimed to support successful transition to kindergarten. **Strong Start Centers** in seven of our elementary schools also offer excellent transition support to parents and the schools.
- We piloted an ECE dual credit course for our secondary students who are interested in pursuing a possible career in Early Childhood Education in 2013-2014. We are currently exploring how we could embed this course in a student's regular time-table and attach it to a **work experience** within **daycares** and our **kindergarten classrooms** within our district/community

7. Other Comments (For example: education transformation, student wellness, ERASE, etc)

- All our counsellors and most of our administrative team have received Level 2 **ERASE training**. We are hosting level 3 training this spring and expect to have 20-30 people within our team participate.
- We continue our work on increasing the capacity of teachers to implement sound Assessment *for* learning practices in their classrooms. To provide further support, we have created an elementary /middle school AFL leadership team (up to four people per school) who, by deepening their own understanding and application of AFL within their classrooms, will collaboratively create AFL resources and facilitate pro-d support for their colleagues.
- Our "Communicating Student Learning" initiative which started as a pilot and has now be implemented district wide K to 8 and has really helped move our Assessment *for* Learning agenda forward as AFL forms the foundation of CSL. The descriptive feedback that appears in our co-created Learning Progressions will replace letter grades at grades four to seven. Information about the big curricular ideas that are the focus of classroom learning well as individual student learning progress are both being communicated to parents monthly. Informal feedback from parents is very positive.
- A Communicating Student Learning SharePoint app has almost been completed (the year-end report card portion to be completed this spring). This tool will improve access to student learning data at a classroom, school and district level K-8 which in turn will help educators at all levels to be more responsive to learning needs by using the data to guide instructional practices and supports.
- Our 2014-2015 District Calendar has been adjusted to allow for two student-led conference days thereby increasing the number and quality of face to face interactions between, teachers and students. This year the District Calendar Committee is exploring options for creating Professional Learning time for teachers within the school day.

7. Other Comments continued . . .

- Eight BAA courses have been developed by our teachers in the last two years. All are project based and many of them integrate a number of subject areas. These are proving to be increasing student engagement, personalizing learning and providing students with potential pathways which could help them as they leave our system and move either in the world of work or onto post secondary education. Eg. (Forestry 11 and 12, Nautical Sciences, Stream to Sea, Philosophy 11)
- We are seeing an increase in the number of students taking dual credit courses at North Island College. This spring there will be 23 grade 12 students enrolled in English 115 (a first year course) which is an all-time high. We have also made some movement with the college in terms of instructional practice for our dual credit course students to ensure that this transition is as successful as possible.
- Our efforts with regards to Career and Post-secondary explorations continue to grow. Currently we have over 100 local employers involved with work experience placements and partnerships with our students. We continue to participate in NIC Open Houses and are expanding some career exploration opportunities into our middle schools (Find Your Fit and “Ignite” programs). In terms of our elementary schools we are working on a “Mobile Trades Trailer” project to promote trades activities and bring them to our elementary schools.
- We continue to develop strong relationships with our community members and organizations which provide some powerful learning opportunities for our students:
 - Seymour Pacific and Shopper’s Drug Mart
 - Yucalta Lodge
 - BC Hydro
 - Campbell River Association for Community Living
 - Evergreen Lodge
 - Discovery Coast Greenways Land Trust
 - Salvation Army Soup Kitchen
 - Sealand Aviation

8. Board approval date: January 20, 2015.
